

English 4405: publishing and Editing capstone

Spring 2021 * Hybrid Class * Pafford 102/online

Tu: 3:30-4:45 for in-person sessions

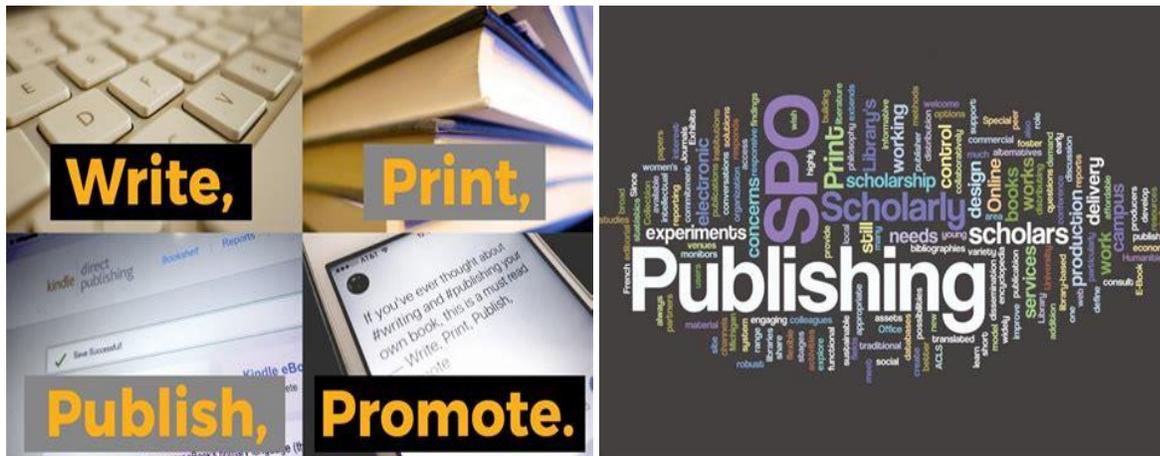
Dr. Leah Haught

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Course Description

The knowledge we consume on a daily basis, whether online or in print, is curated for us by other people. The decisions these people do or do not make can, therefore, be highly influential. In this course, we will examine the various socio-political and economic forces that have always shaped what has been deemed “publishable.” Paying particular attention to the current state of academic and literary publishing and editing, we will examine the processes by which knowledge is shaped for public consumption. The skills you develop throughout our semester together will position you well for jobs in a wide variety of fields, including but not necessarily limited to commercial or university presses, journalism, museums, libraries, cultural institutions, nonprofits, digital startups, and business writ large.

Please note, materials for this class contain adult language and discuss adult situations.

Required Texts and Instructional Resources

This is a hybrid course. We will be meeting as a group on Tuesdays to discuss assigned readings and projects. On Thursdays, you will be working on various exercises and projects online via CourseDen and Slack. There are no course texts required; everything you need will be provided to you by me.

This course cannot be taken on your phone. You will need a computer, preferably with good wifi or ethernet connectivity. You may be required to take your computer to ITS or to upload remotely certain programs you’ll need to complete your projects. These should be of no charge to you, but will require your active intervention to acquire if you do not already have them. Not having the

appropriate programs will never be an excuse for not completing a task. ***Chrome is the best browser for being able to “see” everything correctly.***

Course Objectives and Learning Outcomes

Students will be able to:

1. Understand and apply appropriate processes when assessing work for publication;
2. Edit and write professional documents using discipline-appropriate technologies;
3. Think critically about the contemporary state of the publishing field;
4. Research and develop ethical approaches to editing.

Assignments and Course Structure

Fuller descriptions of all of your formal assignments and study guides for your exams will be posted to CourseDen.

- *Daily Participation* (10%): you are expected to not only do the assigned readings, but also be prepared to discuss said readings both in person and online. This does not mean that you have to have everything “figured out” ahead of time; questions and clarifications are perfectly reasonable ways to contribute to class discussions, though you need to make an effort to share your opinions and insights too if you want higher than a “C” in this component of your grade. To that end, you should take notes while reading, bring those notes to class, and come prepared to take notes during class discussions. I will post your participation grade twice: around midterm and at the end of the semester. [L.O. 1-4]
- *Skills exercises* (15%): you will frequently be asked to do online work that allows you to practice applying the skills you will be reading about concretely [L.O. 1, 2, and 4]
- *Scholarly Editorial Project* (15%): you will act as journal editor for a piece of scholarship that is ultimately accepted for publication. You will see the piece through every stage of the publishing and editing process, from corresponding with the author and soliciting peer evaluation of the work, to copyediting the piece and checking the proofs. [L.O. 1-4]
- *Literary Editorial Project* (15%): you will act as an editor for a literary journal. You select pieces for the current issue of the journal, correspond with those authors, edit their work, and design as well as promote the overall issue. [L.O. 1-4]
- *Contemporary Issue Report* (10%): you will take a deep but focused dive into one of the ethical and/or pragmatic issues facing the publishing field today and write up your findings for your peers. [L.O. 3]
- *Job materials* (10%): you will research jobs in the field to get a sense of what expectations are for applicants. You will then draft a cover letter and CV for the two positions you are most excited about. [L.O. 1-4]
- *Final Project* (20%): you will design multi-modal, multi-media project that allows you to highlight your skills as an editor on a subject that you are particularly interested in or passionate about. [L.O. 1-4]
- *Final Reflection* (5%): you will reflect on what you have learned throughout this capstone seminar as well as begin to imagine how you might apply this knowledge within your desired future career(s). [L.O. 2-4]

Grading and Revision Policies

Grades are based on student performance on each assignment. Simply turning in every assignment does not guarantee that you will receive the grade you want on those assignments, nor does earning a “good” grade on one assignment guarantee that you will earn a similar grade on the next assignment. The grading scale and standards I use are detailed in the “Grading Scale and Guidelines for Formal Assignments” document on CourseDen. Generally speaking, however, they follow a two-point scale in which a 98 is an A+, a 96 an A+/A, a 94 an A, a 92 an A/A-, a 90 an A-, and so on.

I do not offer extra credit for this class. I do accept revisions of contemporary issue reports *if you “meet” with me* to discuss your plans for revision *within a week* of me handing the graded paper back to you. You should come to this meeting with your *revision plan/goals typed up or written out*. We will settle on a due date for your revision during our meeting. Revised papers do not necessarily earn higher grades, but I do guarantee that your grade will not drop in any way should you decide to attempt a revision. If you are revising a paper that was penalized for plagiarism, your old grade and your new grade will be averaged to determine the final grade that you will receive. You are welcome to revise late work, but the late penalties associated with the first assignment are also applicable to your revision.

Schedule of Homework and Assignments

The work listed below is due on the date on which it is listed. Unless otherwise noted, assume that your Thursday exercises are *due by midnight*. This schedule is a general plan for the course and might be modified as the semester progresses to meet course objectives or address the needs of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce any changes made in class before sending out a revised syllabus. It is your responsibility to check CourseDen and your email regularly to ensure you are up to date on all class announcements, etc. All readings can be found in the CourseDen module for the corresponding week.

Week One: Introductions

Jan. 12	Course overview and expectations	
Jan. 14		<i>Homework due:</i> Slack exercise and introductions; Temple, “ 7 Writers Who Were Also Editors ”

Week Two: State of the field(s)

Jan. 19	What editors do	<i>Homework due:</i> Thompson, “Introduction” and “Digital Revolution”; Ginna, “Introduction: The Three Phases of Editing”; Bell, “ The Craft of Editing ”
Jan. 21		<i>Homework due:</i> research critiques of publishing and editing; share resources and write a report of your findings

Week Three: Introduction to Academic Publishing and the Editorial Process

Jan. 26	Overview of process, part one: workflow and evaluating submissions	<i>Homework due:</i> Shear, “A View from a University Press”; “Academic Publishing” ; MDPI, “The Editorial Process” ; “Three Editors Share Their Top Tips” ; ICJME, “Responsibilities in the Submission and Peer Review Process” ; Council of Science Editors, “Editor Roles and Responsibilities”
Jan. 28		<i>Homework due:</i> read through and respond to online examples of scholarly editorial process

Week Four: Academic Publishing Cont’d

Feb. 2	Overview of process, part two: constructive criticism and finalizing recommendations Introduce Scholarly Editing Project	<i>Homework due:</i> Dunham, “Knowing your Market” excerpts; Brown, “How Not To Be Reviewer #2” ; Wallace, “How To Be A Good Peer Reviewer” ; Denbo, “Open Peer Review in the Humanities” ; “How to Conduct a Review” ; Stephenson, “The DOs and DON’Ts” ; “What to Consider” Chart
Feb. 4		<i>Homework due:</i> read through and respond to online examples of reader reviews; start working on first steps of larger project

Week Five: Academic Publishing Cont’d

Feb. 9	Overview of the process, part three: line editing, copyediting, and fact/citation checking	<i>Homework due:</i> Witte, “This Just Needs a Little Work”; Saller, “Toward Accuracy, Clarity, and Consistency”; Dreyer, “Rules and Nonrules”; Intro to “Copyediting”
Feb. 11		<i>Homework due:</i> online editing exercises; continue working on larger project

Week Six: Academic Publishing Cont’d

Feb. 16	Overview of process, part four: nudging folks along, navigating complexities	<i>Homework due:</i> Schendlinger, “Ethics for Editors” ; Willis, “When is it Justifiable for An Editor to Edit a Reviewer’s Comments?” ; “3 Steps to Ensure Your Journal Receives Punctual Peer Reviews” ; “Manipulation” charts
Feb. 18		<i>Homework due:</i> finalize and submit Scholarly Editorial Project

Week Seven: Whose voices are amplified and why?

Feb. 23	Diversity versus inclusion Introduce Contemporary Issue Report	<i>Homework due:</i> Crispin, “The Self-Hating Book Critic”; Older, “Diversity is Not Enough”; Jackson, “Widening the Gates”; Vida Charts; Coles, Hall, and Thompson, “BlacKKKShakespearean”
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Feb. 25		<i>Homework due:</i> work on contemporary issue report
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Week Eight: Accessibility and editorial ethics

Mar. 2	To whom are we most responsible?	<i>Homework due:</i> excerpt from Dreyer, “A Little Grammar is a Dangerous Thing”; Einsohn and Schwartz, “Professionalism and Ethics, “Global English,” “EFL and ESL Editing,” “Bias-Free Language,” “Biased Terminology,” “The Generic He,” “Names for Groups of People,” “Libel,” “Invasion of Privacy,” and “Copyright Infringement”
Mar. 4		<i>Homework due: contemporary issue report</i>

Week Nine: Literary Publishing

Mar. 9	Selection process Introduce Literary Project	<i>Homework due:</i> Dreyer, “The Realities of Fiction”; Knausgaard, “ What Writers and Editors Do ”; Hargreaves, “ The Writing Life: Starting A Literary Journal ”
Mar. 11		<i>Homework due:</i> read through and respond to online examples; explore mission statements and design choices of some of the journals listed here

Week Ten: Break

Mar. 16	No class: spring break	
Mar. 18	No class: spring break	

Week Eleven: Literary Publishing

Mar. 23	Copyediting, design, and promotion Introduce final projects	<i>Homework due:</i> Freeman, “ The Secrets of the Designers ”; Bhatt, “ The Unexpected Politics of Book Design ”
Mar. 25		<i>Homework due: finalize and submit Literary Project</i>

Week Twelve: Job Market

Mar. 30	Positioning yourself	<i>Homework due:</i> Adams, “The Apprentice”; O’Moore-Klopf, “This Pencil is for Hire”; Siegfried, “Editor,” “Copyeditor and Proofreader,” “Big, Medium, Small,” “Adult vs. Children’s,” “Preparing for the Job Search,” “Job Listings,” “Publishing
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		Resumes,” “Cover Letters,” “Informational Interviews,” “Job Interviews,” “Internships,” and “Thank-You Notes”
Apr. 1	Last day to withdraw from class with “W” is tomorrow	<i>Homework due:</i> research jobs that interest you; begin working on your resume and cover letters

Week Thirteen: Job Market Cont’d

Apr. 6	No class: Scholar’s Day	<i>Homework due:</i> keep working on your job materials
Apr. 8		<i>Homework due: finalize and “submit” job materials</i>

Week Fourteen: Final Project

Apr. 13	Discuss and brainstorm project possibilities for final projects	<i>Homework due:</i> TBD online materials
Apr. 15		<i>Homework due:</i> project proposal

Week Fifteen: Final Project

Apr. 20	TBD by class	<i>Homework due:</i> work on projects
Apr. 22		<i>Homework due:</i> project progress report

Week Sixteen: Final Project

Apr. 27	Course evaluations	<i>Homework due:</i> work on projects
Apr. 29		<i>Homework due: final projects due by midnight tomorrow (4/30)</i>

Final Exam: Thursday, May 6 from 2-4; reflections due by the end of this period

Course Policies and Expectations of Students

Attendance

We are living in the midst of a global pandemic, which likely means that some weeks will be tougher than others for all of us. It is okay to not be okay sometimes. While I have to take attendance for the sake of submitting final grades and contact tracing, I trust you all to do what you need to do to stay well, so I will not be factoring attendance into your final grades. That said, please know that what you will get out this class will depend a lot on what you are able to put into it, and it becomes much harder to pass the class the more of it you miss. Thus, I encourage you to do the best you can to make your presence as consistent as possible. Please do not come to class if you are feeling sick,

however. I will work with you to the best of my ability to make this class as meaningful and flexible as possible, but such collaboration necessitates you communicating with me frequently should you need to miss several class sessions.

Deadlines and Submitting Assignments

All of your work is due on the days and times indicated by the above schedule. You will submit your work electronically via CourseDen (or email if there happens to be server trouble). Your grade will drop by two grade scales (four points) for every day that it is late, including weekends, and I will not accept work that is over a week late. If you are going to be absent the day that something is due, it remains your responsibility to make sure that your work is turned in on time. Failure to do so will result in your grade dropping. If you are having trouble with an assignment, come and talk to me *well ahead* of that assignment's due date; I do not grant last minute extensions for assignments nor can I be of much help the night before an assignment is due. I am, however, happy to do everything in my power to help you produce work that you are proud of, including granting extensions that are requested in a reasonable timeframe ahead of that assignment's due date.

It is your responsibility to regularly back up your work and to ensure that the submitted product is formatted correctly. "My computer ate my file" and "I thought I submitted that file" are not accepted excuses for late work, so I strongly suggest you save your work to a USB drive regularly, back your work up on Google Drive or Dropbox, and double check that *all* of your submissions to CourseDen go through as planned. If you have questions or concerns about CourseDen, you should contact the Distance Learning office at <http://uwgonline.westga.edu/>.

Academic Honesty

The act of plagiarism—claiming someone else's ideas, language, images, or other original materials as your own without giving full credit to your source—is a serious offense. As members of an academic community, it is important that we engage in responsible and honest communication with one another. Plagiarism, whether accidental or intentional, will result in a failing grade for the assignment in question and will, as a result, negatively impact your overall grade. Repeat offenders will fail the course and might be subjected to additional action by the University.

If you are unclear about how to cite a source, ask me *before* you turn your work in. Sources you should consult before talking to me include:

- The English department's website:
<http://www.westga.edu/%7Eengdept/Plagiarism/index.html>
- The Writing Center's site: <https://www.westga.edu/academics/coah/writing>
- The research and citation section of Purdue's online writing lab:
https://owl.purdue.edu/owl/purdue_owl.html

Submitting someone else's work as your own, resubmitting your own work done for another class, or collaborating with peers on individual assignments are also forms of academic dishonesty that will result in failing grades for the assignment.

Classroom Etiquette

Since everyone is expected to participate in class, it is important that you all feel comfortable doing so. Some of the content we will be discussing involves topics or perspectives with which you might

not agree or feel wholly comfortable, and that is okay. Differing viewpoints are welcome in class discussions; however, disrespectful comments against specific individuals or groups will not be tolerated under any circumstances. In the event that such a statement is made, the speaker will be asked to leave class immediately and will be marked absent for the day. Disagreeing with someone is one thing, disrespecting or attacking him or her is another—do not do it. On a related note, it is disrespectful to both me and your fellow classmates to let your cell phones ring during our time together, so please turn off your phones before class. Other portable electronics should, likewise, be turned off during class unless you are given permission to use them for a specific purpose. If I see you text messaging, emailing, checking facebook, or doing work for another class, I will ask you to leave and mark you as absent.

Additional Support

I am happy to meet with you outside of class to discuss readings, your progress on specific assignments, or any other questions/concerns you might have about what is going on in my class or your life in general. I will be in my office during the office hours listed at the top of this syllabus. On the occasion that I need to reschedule office hours, you will be given as much advanced notice about these changes as possible. If you are unable to come to office hours, let me know and we'll figure out another time to meet that is convenient for us both. I am also happy to answer specific questions over email and will do so as quickly as I can. That said, please don't panic if you don't hear from me right away, especially if you send your email at, say, midnight. If, however, I haven't responded in 36 hours, feel free to send a follow up email.

The University Writing Center is another excellent resource that I encourage you to take advantage of as all writing benefits from multiple sets of eyes; indeed, professional writers workshop their pieces all of the time. You may go to the Writing Center at any stage in your writing process for any class. For more information or to make an appointment, call 678-839-6513, visit TLC 1201, or email them at writing@westga.edu. The Center for Academic Success (CAS) provides many programs, including peer tutoring for Core classes, to help all students succeed academically. For more information or to make an appointment, call 678-839-6280, visit UCC 200, or email them at cas@westga.edu.

University Policies

Student Rights/Responsibilities

Please carefully review the following Common Language for all university course syllabi at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university and accreditation standards change, you should review the information each semester.

Accessibility Services

UWG adheres to the American with Disabilities Act (ADA), which requires that accommodations be made to make programs accessible for people with disabilities. If you are a student with a disability, please make sure to register at the Accessibility Services Office and provide me with a copy of your Accommodation Request as soon as possible. The Accessibility Services Office is located at 123 Row Hall. You may call them at 678-839-6428 or visit their website at <http://www.westga.edu/counseling/4486.php>.

UWG Cares

College can sometimes feel stressful. Please know that everyone at UWG is committed to supporting you to the best of our abilities; we've been in your shoes. If at any point during the semester you or someone you know starts to feel overwhelmed, I'd encourage you to call the Counseling Center (it's free and anything you discuss can remain confidential) at 678-839-6428 or visit them in Row Hall 123 from 8-5, Mon-Fri. If you need to contact a patient's advocate, call 678-839-0641 or 678-839-5338 (also confidential). For basic health concerns, call Health Services at 678-839-6452.

If you need me to help you find a particular support service or walk with you to an office, I am happy to do that; you need to know, however, that ***I am legally obligated to report any incident of sexual assault*** as a violation of Title IX (please see the following site for more information about Title IX and your reporting options: <https://www.westga.edu/hr/title-nine.php>).

If you are worried about someone who does not seem to want to ask for help, visit <http://www.westga.edu/uwgcares/> to file an anonymous report on that person. In case of emergency, call the UWG police at 678-839-6000. Don't be afraid to call national help lines, like the national suicide prevention lifeline at 800-273-8255 or the national sexual assault hotline at 800-656-4673 if need be, either.